

Childminder report

Inspection date: 11 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment where children feel safe and secure. Children have strong relationships with both the childminder and her assistant. They feel comfortable playing alongside them or enjoy cuddling up to them when listening to stories. The childminder provides children with a wide range of quality toys and equipment to explore. She carefully selects these to support children's next steps in learning. She also encourages children to make choices for themselves and lead their own play. The childminder and her assistant regularly access training for supporting the welfare needs of children. However, they do not fully explore additional opportunities to help them raise the quality of provision still further.

The childminder is very attentive and places a strong emphasis on developing children's speech. She skilfully introduces new words from a young age, such as 'beep, beep' to babies to echo the noise of their toy cars. She works effectively with parents to support children's care and learning. However, there is scope to strengthen the information she shares with other settings to further benefit children in their learning. The childminder has high expectations of children's behaviour and they behave well. Children demonstrate respect for the childminder and her assistant.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, the childminder has taken positive steps to improve the quality of her provision. For instance, she has undertaken training to improve her management of her assistant. She now holds regular discussions with her assistant and systematically monitors her practice to help ensure high standards. She works closely with her assistant and, together, they identify areas to develop that will benefit children. For example, they have recently improved early writing opportunities for children of all ages.
- Children build their speaking and thinking skills well. The childminder skilfully models language as she plays alongside children. For instance, as older babies drop balls into a toy tower, she introduces new vocabulary and encourages them to find out where the balls went. Children quickly copy the words they hear and include them in their play. The childminder provides lots of opportunities for children to talk about things that interest them. For instance, as older toddlers play with toy Christmas characters, she listens carefully to what they have to say. She allows them time to process their thoughts and ideas, for example when they talk about the Christmas cards they will send to family members.
- The childminder gives the children many worthwhile opportunities to explore different materials during their play. For example, children investigate if cornflour mixed with water makes good pretend snow for the Christmas play

tray. Children show a great interest in nature. For example, they excitedly spotted a worm and eagerly talked about its appearance with the assistant. Children enjoy listening to stories, and children of all ages readily select books for themselves.

- Children are very happy and respond well to the childminder's caring and skilled approach. They play cooperatively and their behaviour is good. Children develop good manners. They benefit from plenty of fresh air and physical activity. They have regular walks and visits to the park, and very good opportunities for developing their physical skills in the childminder's well-equipped garden. Children have plenty of opportunities to meet others in the local community, for example when they regularly attend toddler groups.
- The childminder keeps a careful check on children's development and progress. She has a clear understanding of the children's abilities, their next steps and how she intends to support these. She has effective partnerships with parents. They successfully work together to meet children's needs. Nevertheless, there is more work to do to create closer links with other settings that the children attend, to further the continuity in their learning.
- The childminder is committed to her ongoing professional development and is keen to learn new skills. However, she has not fully explored training opportunities other than mandatory and welfare requirements to further enhance the quality of her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to deal with any child protection concerns. Both know the procedures to follow to ensure children's safety and welfare. They have both attended relevant training to strengthen their knowledge and understanding regarding safeguarding matters and subsequent changes to legislation. Additionally, both hold a paediatric first-aid qualification, which further supports their ability to protect children's welfare. They complete comprehensive risk assessments to ensure children can play in a safe and secure environment indoors and outside.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make better use of training and professional development opportunities to help strengthen knowledge and skills and continually raise the quality of teaching
- strengthen partnership working with other settings to share information and ideas about children's learning more regularly, to further promote continuity.

Setting details

Unique reference number	EY400125
Local authority	Oxfordshire
Inspection number	10106734
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	24 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in the Blackbird Leys area of Oxford. She operates Monday to Friday from 8am to 5pm, all year round. The childminder holds a childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Eileen Chadwick

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder showed the inspector all areas of the house. She explained how she keeps children safe and provides interesting play spaces.
- During the inspection, the childminder explained why she was undertaking the activities and how these supported children's learning.
- The inspector had discussions with the childminder, her assistant and the children. She looked at relevant documentation, including children's records and how the childminder and her assistant safeguard children.
- The inspector read parents' written testimonials and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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